

Hyde CofE VC Primary School

Hyde, Fordingbridge, Hampshire, SP6 2QL

Inspection dates

5–6 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school because:

- Pupils make good progress from their starting points to reach standards which are above average in writing and mathematics, and well above average in reading.
- Teaching has improved and is consistently good and increasingly outstanding. Good leadership has ensured that inadequate teaching has been eliminated.
- Teachers make sure that pupils have work to do which challenges them well.
- Marking helps pupils reinforce the progress they have made. It has developed into a dialogue of comments and improvement between teachers and pupils, which pupils respond to.
- Pupils are very well behaved, particularly during their free time. They get along very well and take care of one another.
- Pupils have a well-developed sense of responsibility and safety, particularly within their local environment and community.
- Teachers share the responsibility for making sure that pupils' learning is effective and they share ideas about how to improve their own teaching, particularly in mathematics.
- The headteacher has an accurate view about the performance of the school, and makes sure that governors are well informed about how this compares to other schools.
- The headteacher leads by example, and ensures each teacher knows exactly what they need to do to improve.
- Members of the governing body provide good support alongside healthy challenge. They ensure that all statutory requirements are met, and that pupils are kept safe.

It is not yet an outstanding school because:

- There is not yet enough teaching which is outstanding, particularly of phonics (linking letters and the sounds they make) in Key Stage 2.
- In a minority of lessons pupils are not challenged to complete enough work, and occasionally are too satisfied working at too leisurely a pace, particularly in Years 3 and 4.

Information about this inspection

- This inspection was undertaken by one inspector who visited the school for two days. Nine lessons or parts of lessons were observed, as well as the work of teaching assistants with groups of pupils. About two thirds of these observations were undertaken together with the headteacher.
- The inspector held a range of meetings, including with pupils, with the headteacher, and with the teachers. He reviewed school documents tracking the progress and attainment of pupils, and discussed the progress pupils are making currently. Other documents, including records, policies and procedures to keep pupils safe, and minutes from meetings, were also considered. The inspector also reviewed plans to bring about further improvements.
- The inspector spoke to pupils in lessons and as part of a group, about their views of the school, their learning and how well they are doing. He spoke to parents and carers informally before and after school and reviewed the 22 responses to Parent View, Ofsted's online survey for parents and carers. The responses to a separate survey by staff were also considered.

Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a small school serving local villages in the New Forest, with three mixed-age classes.
- Almost all pupils are White British.
- There are very few disabled pupils or those with special educational needs. The proportions of pupils supported at school action, or at school action plus or with a statement of special educational needs are below average.
- There are very few pupils who are eligible for the pupil premium funding. This is additional funding allocated by the government to support the achievement of pupils who are known to be eligible for free school meals, children looked after by the local authority and children from families serving in the armed forces. The school has no pupils in the latter two categories.
- The school meets the current floor standards. These are the minimum expectations for the attainment and progress of pupils in English and mathematics at the end of Year 6, set by the government.

What does the school need to do to improve further?

- Increase the frequency of outstanding teaching, by:
 - improving the teaching of phonics across Key Stage 2, to develop pupils' confidence and accuracy in spelling ambitious words
 - making sure that more lessons include a greater sense of urgency about the quantity and quality of work pupils complete

Inspection judgements

The achievement of pupils is good

- Standards of attainment have been rising. In 2012, standards at the end of Year 6 were broadly average, although this represented good progress for these pupils from the point they joined the school. In 2013, pupils made good progress and reached standards of attainment which were above average, most notably in their reading.
- When children join the school in Reception, they often have skills and knowledge which are typical for their age, although the variations in the numbers of pupils in each year group mean their starting points vary widely.
- The adults in the Early Years Foundation Stage make sure that these children have good opportunities to learn outside and that they explore all aspects of learning. Children in Reception benefit from the aspirations of the older pupils in the class and are often keen to do similar work. They make good progress and all reach a good level of development; the Early Years Foundation Stage is a strength of the school.
- A dip in the attainment of pupils at the end of Year 2 has been addressed and the progress of these pupils has been accelerated to make up ground. A well-planned routine of work and teaching means that pupils in Key Stage 1 are expected to work at appropriate levels for their ability and age. Pupils currently in Year 2 are making rapid progress because of the outstanding teaching they benefit from.
- Pupils love reading, and most read avidly from the well-stocked library. They develop great confidence in their reading from an early age. While they willingly learn their set spellings, for example for homework, they do not always apply the phonics (linking letters with the sounds they make) skills they learnt in Key Stage 1. As a result older pupils are not as confident in attempting to spell ambitious words for themselves when writing for different scenarios across the topics they study.
- Although there are only a few disabled pupils or with special educational needs, these pupils are well supported, and teachers make sure that they provide tasks and input which take into account these pupils' needs. Most support happens during lessons so they do not miss out on important parts of the learning. They make good progress.
- Pupils who are eligible for support through the pupil premium are well supported, benefiting from additional input from well-trained staff. Consequently, individually they make good progress and are typically a few months ahead of other pupils in the school. There are too few pupils to make comparisons with national averages.

The quality of teaching is good

- Teachers know the pupils very well, and plan tasks which are exciting and challenge pupils of all abilities. In particular the teaching of mathematics has improved, with more emphasis on developing skills in mental mathematics and problem solving.
- Teachers make sure that pupils always know what they are supposed to be learning at the start of each lesson. In the very best lessons, pupils help to decide the key things that will show them they have been successful, and they then check these at the end of the lesson. For example, in a mathematics lesson, pupils had helped develop clear criteria which would show their success in tackling a range of problems, and they worked at a rapid pace because of the reminders the teacher had set on the interactive whiteboard.
- However, there are a few occasions when pupils are allowed to work at a leisurely pace so they do not complete as much work as they are capable of, and some pupils settle for work that is less than their best.
- Improving marking has been a key focus for improvement, and this has been very successful. Teachers make sure that all pupils have clear advice written in their books, or given verbally during lessons, and that pupils respond to this within a short space of time. This helps

consolidate their progress.

- Teachers set targets for pupils, and most pupils get the opportunity to think about how well they are making progress towards these. However, pupils in Year 3 and 4 are not yet as confident about deciding if they have reached their targets, because they do not get enough opportunities to review these, or think about how the work they are currently doing contributes towards these targets.
- Teaching of phonics is strong in the Early Years Foundation Stage and Key Stage 1. However, the lack of confidence of a minority of readers indicates that phonics teaching is not given as high a priority in Key Stage 2.
- There is a strong sense of teamwork. Teachers work together, and with teaching assistants, to make sure that they plan carefully to support disabled pupils and those with special educational needs, so that they have good equality of opportunity in the whole life of the school.

The behaviour and safety of pupils are good

- Pupils' attitudes towards their learning are very positive, and they particularly like it when they get very challenging work to do. They are keen to learn and enthusiastic about the opportunities they are given.
- Older pupils feel they are well prepared for moving on to secondary school. Parents and carers who have had older pupils through the school agreed and said that pupils from Hyde Primary were able to make the transition to larger schools with great personal confidence.
- Pupils are very polite and kind to each other and have a strong sense of community because of the many things they do within the local area.
- The shortage of outdoor space is a challenge the school has tackled well. There are carefully thought out arrangements for break times and pupils understand these well. Playing on the common area next to the school gives pupils great appreciation for the rich natural environment around them.
- Older pupils act as buddies for younger pupils and help them to understand the need for safety, as well as checking they have someone to play with. This reinforces the strong sense of being a close-knit community.
- During lessons pupils need very few reminders about their behaviour and willingly get on with their work. However, there are times when a few pupils are not determined enough to think for themselves what they should be doing next, or are too readily satisfied with working at a leisurely pace.
- When asked about bullying, a pupil said they thought it might have happened once, a long time ago, but that it would not happen now. Other pupils agreed that they get along far too well to allow any bullying to happen, and were keen to make it clear that they all look out for one another. They are aware of the different forms bullying might take, but are confident that they can talk to any adult, who would sort out any worries they may have.
- Pupils feel safe around the school and are well trained in the safety procedures that are in place for using the common during break times, particularly when there are ponies or donkeys around. They are very sensible about keeping themselves safe.
- Their enjoyment of learning means pupils like being at school; their attendance is above average.

The leadership and management are good

- Since the previous inspection the headteacher, together with members of the governing body, has made sure that the key issues identified have been tackled robustly. Achievement in mathematics has improved because the quality of teaching has improved, all teachers share responsibility for bringing about improvements, and the quality of provision in the Early Years Foundation Stage is good and makes good use of the outdoor space available.

- Consequently the school has improved from 'satisfactory' to being good. This track record, linked to strong leadership and governance, demonstrates that the school is well placed to improve further.
- While there have been considerable changes in the staffing over the past two years, there is now a strong sense of purpose and a shared vision for making sure pupils learn effectively in each lesson. The headteacher makes sure that teachers know specifically what they are doing well, and what needs to improve.
- All staff share the responsibility for identifying ways to improve, and contribute ideas about how to make sure their teaching is the best it can be. There is a reflective attitude among staff, and all staff willingly try new initiatives, evaluating whether these improve the pupils' learning.
- Teachers who have responsibility for specific aspects of the school help to check that agreed strategies are being used consistently by all teachers, such as the agreed approach to marking pupils' work.
- The curriculum is well organised and provides a wide breadth of experiences for pupils to develop their ideas. Music is an exceptional strength of the school and pupils have excellent opportunities to learn instruments and perform, as well as to sing and perform drama. Their skills in using information and communication technology are well developed because of the opportunities they have. The school makes sure that all pupils have equality of opportunity.
- Pupils have many opportunities to think about the world around them and the spiritual aspects of life. They have well-developed views about moral issues and an excellent grasp of right and wrong. There are strong links with the local church and with the community. The school is a vital part of the life of the local community and benefits from this greatly.
- The school ensures that all requirements to keep pupils safe are met. The environment and buildings are well maintained, and security is given a high priority.
- The governors and headteacher have appropriate plans to use the additional funding available to support the further development of teachers' skills in teaching physical education. Pupils have very positive attitudes towards sports and staying healthy. For example, they participate in a wide range of competitive sports, particularly successfully in orienteering.
- The local authority has provided a medium level of support for the school in the past. This has now reduced as the school has become more confident in bringing about improvements itself.
- **The governance of the school:**
 - Members of the governing body have a good grasp of the data about the performance of the school because they are well informed by the headteacher, and they confirm these views by gathering their own information. Many of the governors provide very practical support alongside the challenge they bring, for example by helping with school trips, listening to pupils read, and checking that health and safety measures are appropriate. They have helped to develop clear plans for bringing about improvements towards ensuring high quality of teaching and learning, to raise standards further. Governors make sure they keep up to date with developments through the training they undertake. They make sure that all adults who work or help out at the school are suitable to do so.
 - Members of the governing body work closely with the headteacher to make sure that the finances of the school are used wisely and carefully. Together they consider carefully the quality of teaching and leadership when making decisions about pay awards, to make sure that teachers who receive additional pay are meeting the requirements for this. They also make sure that any funds intended for particular purposes, such as the pupil premium, are used effectively and are making a significant difference for the appropriate pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116294
Local authority	Hampshire
Inspection number	426452

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	The governing body
Chair	Mrs Anna Hills
Headteacher	Mrs Julie Dalziell
Date of previous school inspection	12–13 October 2011
Telephone number	01425 653350
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